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ABSTRACT

This paper describes the partial immersion program (PIP) at Key Elementary School in Arlington, Virginia. In this program, which has completed its seventh year, half the day is taught in English and half in Spanish. The review of the program, which included classroom observations, teacher and staff interviews, and student assessment, revealed a highly successful education program for grades K-5. Test results show that the students in the PIP have progressed in academic areas as well as or better than other students at their grade levels. Students continue to improve their Spanish and English skills, as measured by the Language Assessment Scales test, and students' oral skills in Spanish continue to improve, as measured by the Student Oral Proficiency Rating scale. As in 1991-92, the 1992-93 fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on a county-wide writing assessment. It is recommended that a high priority be placed on the planning, implementation, and evaluation of a continued sequence at the high school level and also that immersion teachers be offered training opportunities to increase cultural knowledge. Several items are appended: a Student Oral Proficiency Rating form; the Center for Applied Linguistics Oral Proficiency Exam (COPE) Rating Scale; writing assessment guidelines, a photocopied newspaper article in support of bilingualism in Arlington County public schools, and an evaluation report. (JP)

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Review of the Seventh Year of the Partial Immersion Program at Key Elementary School Arlington, Virginia 1992-93

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Review of the Seventh Year of the Partial Immersion Program
at Key Elementary School, 1992-93

ABSTRACT

The partial immersion program at Key Elementary School, where half the day is taught in English and half in Spanish, has completed its seventh year. The review of the program, which included classroom observations, interviews with teachers and staff, and student assessment, revealed a highly successful educational program for grades K - 5.

Some of the reasons the program has been successful are: the dedication of the principal, teachers, and staff and their in-depth understanding of the philosophy of the immersion program; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of parents; supplemental funding from the U.S. Department of Education (Title VII); and the continued support for the program from the central office.

Test results show that the students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Students are continuing to improve their Spanish and English skills, as measured by the Language Assessment Scales (LAS) test, and students' oral skills in Spanish continue to improve, as measured by the Student Oral Proficiency Rating (SOPR) scale. As in 1991-92, the 1992-93 fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on the county-wide "Assessment of Writing." In addition, results of the Iowa Test of Basic Skills (ITBS) indicate that, for the second year, fourth grade immersion students scored at the fifth or sixth grade level in all subtests, including vocabulary, reading comprehension, language arts, work study, social studies, science, and mathematics. The fourth grade class mean was above that of the non-immersion classes at Key as well as above the state and national means.

The two recommendations for this coming year are as follows: a high priority should be placed on the planning, implementation, and evaluation of a continued sequence at the high school level so that immersion students can continue content area language instruction; and immersion teachers should be offered opportunities to continue their training through in-service workshops, professional classes, and conferences to gain additional knowledge on the cultural backgrounds and needs of the students in order to improve instructional strategies.

The overall performance of students in grades K - 5 confirms results of other partial immersion programs with both native English and native Spanish speakers and verifies that Key School's model is an appropriate one for educating both English- and Spanish-speaking children.

Review of the Seventh Year of the Partial Immersion Program at
Key Elementary School, Arlington, VA
1992-93

I. Introduction

The Center for Applied Linguistics has been involved in a review of the two-way partial immersion program at Key School in Arlington since the program began seven years ago. The annual review has included observing the partial immersion classes on a regular basis, interviewing students, teachers, other school staff and parents, and recommending student assessments so that the students' achievement can be measured in both Spanish and English (standardized tests, oral language assessments, and teacher evaluations).

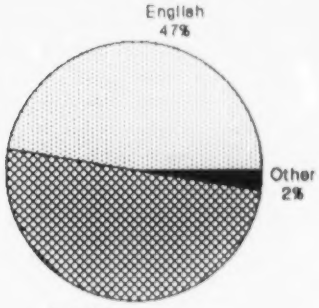
A. Program Design

In the partial immersion program at Key School, classes are taught approximately half the day in English and half the day in Spanish. Since its 1986 inception at the first grade level, the program has added one grade per year. In its sixth year, two kindergarten classes were added with support from a Title VII grant. This year includes two kindergarten, two first and two second grade classes, and one class each in third, fourth and fifth grade. Each class contains both native Spanish speakers and native English speakers, as well as a few who speak another language natively (see Figure 1).

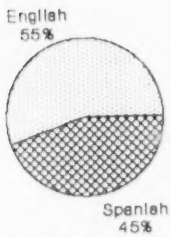
Kindergarten students attend the partial immersion program for half the day, and Montessori or regular English kindergarten classes the other half of the day. Students in the kindergarten, first, second, fourth and fifth grades change classrooms at noon, changing teachers and language of instruction. Students in the third grade have the same teacher all day, for both Spanish and English sessions. The program for grades 1 - 5 is set up as follows:

FIGURE 1

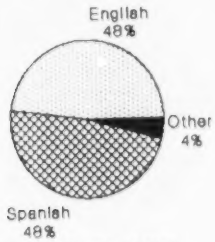
PARTIAL IMMERSION PROGRAM
NATIVE LANGUAGE



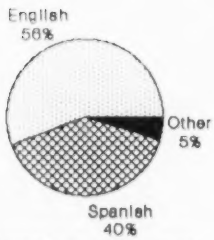
TOTAL PROGRAM



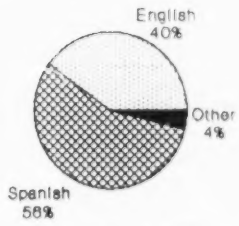
KINDERGARTEN



FIRST GRADE

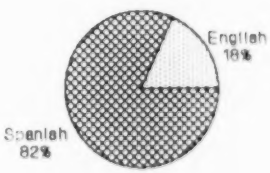


SECOND GRADE



THIRD GRADE

FOURTH GRADE



FIFTH GRADE

		A.M.		P.M.
Grade 1	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Baker)	**ENGLISH**	Language Arts Math (Ms. Haines)
Grade 1	**ENGLISH**	Language Arts Math (Ms. Haines)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Baker)
Grade 2	**ENGLISH**	Language Arts Math (Ms. Bretz)	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Kirsch)
Grade 2	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Kirsch)	**ENGLISH**	Language Arts Math (Ms. Bretz)
Grade 3	**SPANISH**	Language Arts Social Studies Science/Health (Ms. Grimsley)	**ENGLISH**	Language Arts Math (Ms. Grimsley)
Grade 4	**SPANISH**	Language Arts Science/Health Math (Ms. Fernandez)	**ENGLISH**	Language Arts Social Studies (Ms. Pawling)
Grade 5	**ENGLISH**	Language Arts Social Studies (Ms. Pawling)	**SPANISH**	Language Arts Math Science/Health (Ms. Fernandez)

The "special" classes (music, physical education, and library) are typically conducted in English, but there has been an increased awareness of Spanish language activities overall throughout the school and other teachers have incorporated Spanish language and culture into their lessons.

B. Personnel

An experienced immersion teacher, **Irma Heidig,** taught both the kindergarten classes, one in the morning and the other each afternoon. New to the Key partial immersion program, **Susan Baker** taught the Spanish portion of the day to both first grades. **Julie Haines**, also new to Key, taught the first grade English

portion. Returning teacher **Carmen Kirsch** taught the Spanish portion to the second grade, and as in the previous year, **Ellen Bretz** taught the English portion of the day for the second grade immersion classes. Another teacher new to this program, **Gloria Grimsley**, taught the third grade for both the English and Spanish portions of the day. Experienced immersion teacher **Evelyn Fernandez** taught the Spanish portions of the fourth and fifth grades. Rounding out the group, **Isabel Pawling**, a third year teacher, taught the fourth and fifth graders during the English portion of each day. All five teachers of Spanish have native-like fluency in Spanish and English, representing the cultures of Cuba, Bolivia, Chile, and the Dominican Republic.

The principal, **Katharine Panfil**, has extensive experience in foreign language education and administration in the school system. Previously Arlington's foreign language supervisor and Director of Special Projects, she was instrumental in the development of the program and is an enthusiastic supporter. Ms. Panfil, and **Jan Spees**, Reading Specialist at Key, gave ongoing support to the teachers and students in the program. In addition, the Arlington County Public Schools Foreign Language Supervisor, **Mary Ann Ullrich**, assisted at the county level through support for staff and curriculum development.

Marcela von Vacano serves as the Immersion Resource Specialist and Title VII Project Coordinator. The role of the immersion resource specialist/project coordinator includes helping to maintain the climate of the program, providing academic and moral support, disseminating information to parents and educators, conducting public relations, and acting as the voice of the program. All curriculum development work has been achieved by Title VII funds under the leadership of the program coordinator.

The coordinator conducted orientation meetings for parents and teachers regarding the expansion of the program. Next year the Key extension program will include a cross-grading grouping model, grades K-2, based on the Multiple Intelligences Model. The program will have approximately eighty-five students,

including ten special education students who will be mainstreamed as appropriate.

C. Class Composition

There are currently 210 students participating in the Key partial immersion program. Forty-four per cent (44%) are bused to Key and live outside the Key School boundaries, but within Arlington County Public Schools' district. One-third of those bused are native Spanish-speaking children, two-thirds speak English as their native language.

The fifth grade immersion class had 24 students at the end of the year. Of these, 20 were native Spanish speakers and 4 were native English speakers. Twenty-one of the 24 students had been in the immersion class the previous year. All but one student from the fourth grade immersion class remained in the program. The one student who did not return moved to a regular classroom after experiencing academic difficulties last year.

The fourth grade class had 22 students: 12 native Spanish speakers and 10 native English speakers. Eighteen students who had been in the immersion class the previous year returned, and the four new students entering the program were native Spanish speakers. Two of the four students not returning moved outside the school district, and the remaining two went into regular fourth grade classrooms.

In the third grade class there were 26 students: 14 native Spanish speakers, 11 native English speakers, and one native Arabic speaker. Twenty-four of this year's students had been in the class the previous year. Two of the five not returning from last year were placed in the regular program at Key School, two moved away, and one student was retained in second grade but remained within the immersion program. Both of the two new students entering the program were recommended by last year's High Intensity Language Training (HILT) teacher.

The two second grade classes had 44 students: 18 native Spanish speakers, 24 native English speakers, one with Vietnamese as her native language, and one with "other" listed as her native

language. Forty-one of the students had been in immersion the previous year. Five of last year's class of 46 students did not return: four moved out of the area and one stayed at Key but switched into all English classes because of special needs. One student was retained in first grade and remained in the program.

The first grade had 47 students in two classes: 22 native Spanish speakers, 23 native English speakers, and 2 native speakers of other languages. Eighteen had participated in the kindergarten immersion program. Over half of the non-returning students moved over the summer, and the rest chose a regular English program. There was one kindergarten retention.

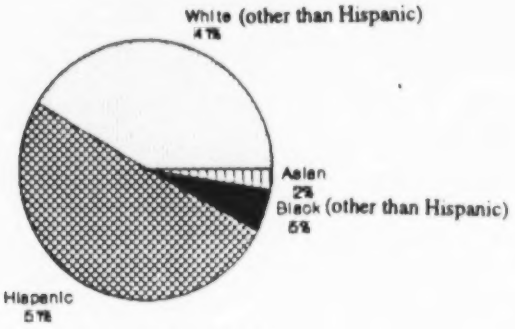
There were 47 students in the new kindergarten partial immersion program: 21 native Spanish speakers and 26 native English speakers.

It can be noted that while the primary grades have a more even distribution regarding native English and native Spanish speakers, the 1992-93 fifth grade students are predominantly native speakers of Spanish. This is continuing to be looked at each year to see if it is a trend. As stated in last year's evaluation, possibly the reason for more native Spanish speakers in the higher grades is the fact that any new students entering into the fourth and fifth grades need to have grade-appropriate Spanish speaking skills. Since it is very difficult to find native English speakers who are proficient in Spanish, most of the students entering the program in the upper grades are native Spanish speakers. It appears that the Key School administration is anticipating this possible trend by allowing a few more English speakers than Spanish speakers in the kindergarten classes.

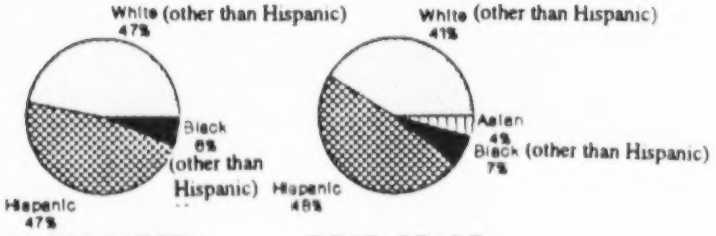
While the percentages for ethnicity in the program mirror the native language figures, it should be noted that there are still few Asian and Black students currently enrolled in this program. Total Black enrollment is five per cent (11 students) and total Asian is two per cent (five students) (See Figure 2). This is a smaller percentage than in Key School or Arlington Public Schools (see Table I).

FIGURE 2

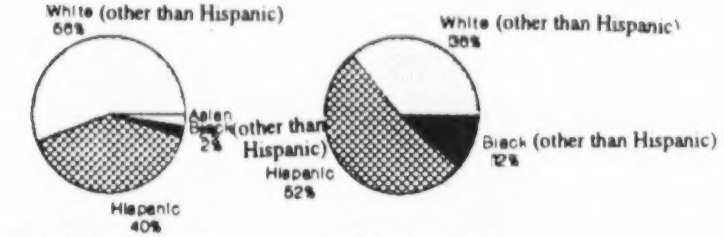
PARTIAL IMMERSION PROGRAM
ETHNICITY



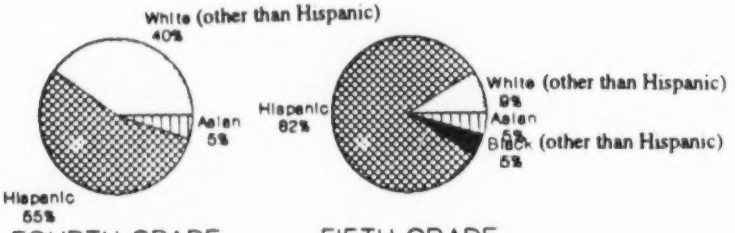
TOTAL PROGRAM



KINDERGARTEN FIRST GRADE



SECOND GRADE THIRD GRADE



FOURTH GRADE FIFTH GRADE

TABLE I
1992-93 REPORTED ETHNICITY (%)

	White other than Hispanic	Hispanic	Black other than Hispanic	Asian
Immersion	41%	51%	5%	2%
Key School	29%	55%	11%	5%
Arlington County PS	47%	26%	18%	9%

Students at Key School have first priority for enrollment. Students from other Arlington elementary schools may apply subject to the following criteria: an opening is available in the program, the applicant for kindergarten or grade 1 is a native English speaker, the applicant for grades 2-5 demonstrates proficiency in Spanish and English appropriate to grade level, and parents express a willingness to participate in program activities. If the number of applicants exceeds the number of vacancies at a grade level, students are placed on a waiting list and admitted on a first-come, first-served basis.

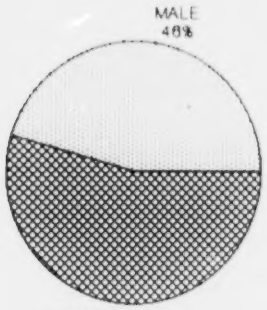
The number of students in each immersion class is approximately the same as the number of students in the other classes at Key. Overall, there are a few more gifted and talented students in the immersion classes than in the regular classes. Currently, there are approximately 3 - 6 gifted students in each immersion class and 2-3 in each non-immersion class at Key School. The immersion program also includes three learning disabled children and three students who receive speech therapy. Many of the students who transfer out of immersion into regular classrooms do so because they have been referred for special needs. The number of children with learning disabilities and those receiving speech therapy in immersion is not as high as in non-immersion classes.

The total partial immersion program is comprised of 46% males and 54% females (see Figure 3). Only the fifth grade has a disproportionate ratio, 68% females and 32% males.

Socio-economic status for this report is determined by students' participation in the free and reduced lunch programs.

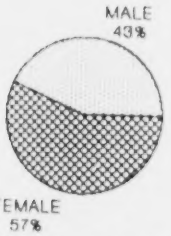
FIGURE 3

PARTIAL IMMERSION PROGRAM
GENDER



TOTAL PROGRAM

KINDERGARTEN

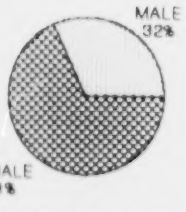


FIRST GRADE

SECOND GRADE

THIRD GRADE

FOURTH GRADE



FIFTH GRADE

It should be noted that this is not as valid as other measures due to the fact that participation is voluntary. However, it is acceptable for school program evaluations. Twenty-nine per cent of the children involved in the partial immersion program at Key had free lunches, nine per cent had reduced (see Figure 4). For school year 1992-93, fifty-one per cent of all Key students had free lunches, and nine per cent had reduced.

II. Evaluation Procedures

The Arlington school district requested that CAL provide an evaluation of the immersion program's seventh year of operation, specifically to meet federal regulations regarding the Title VII requirement. CAL staff who participated in the project included Nancy Rhodes and Donna Christian. Susan Barfield, a doctoral student at George Mason University and a CAL consultant, collected the data, conducted the statistical analysis and evaluation of the data, and drafted the evaluation report. The evaluation was planned as a follow-up to the first through sixth year evaluations and addressed the following questions:

1. What is the English and Spanish proficiency of students in the immersion program, and how does it change from year to year?

2. How well do the immersion students do in content area subjects? Do they make academic progress comparable to their peers in the same grade?

3. How might the program be improved?

As Key School has a transient population, it is not possible to have a comparison group which could be used on a yearly basis. Thus the comparison groups are the national norms for standardized assessments, as well as local statistics on non-immersion classes at Key and in Arlington County.

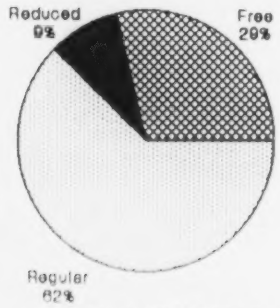
Because this is the second year that Key School is participating in the Title VII Developmental Bilingual Education Program (DBE), 1991-92 test scores were considered the pre-test scores, and post-test scores followed in school year 1992-93.

FIGURE 4

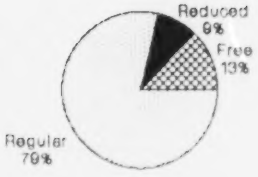
PARTIAL IMMERSION PROGRAM

Socio-Economic Status

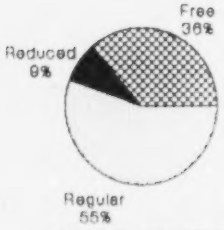
(Free & Reduced Lunches)



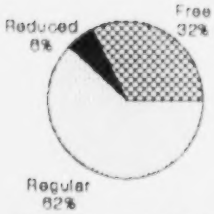
TOTAL PROGRAM



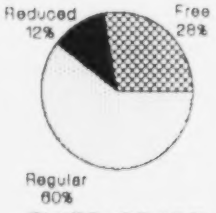
KINDERGARTEN



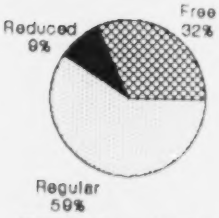
FIRST GRADE



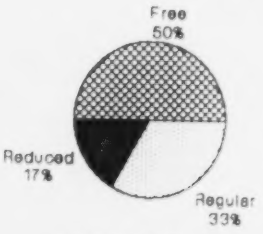
SECOND GRADE



THIRD GRADE



FOURTH GRADE



FIFTH GRADE

As in the past six years, several types of information were collected for this review of the program. From October through May, CAL staff conducted classroom observations of the immersion classes. Staff members spent time observing both the English and Spanish portions of the day in all six grade levels. CAL staff also had other opportunities to visit classes before and after the observation period and to talk informally with the immersion teachers, students, and other Key School staff. Teachers in the program, the Principal, and the Project Coordinator were interviewed during the course of the year to find out their opinions of the program and were also asked to complete a Title VII Staff Background questionnaire. Immersion parents were surveyed by written questionnaire the previous year.

Several kinds of test data were collected on the students to assess their academic progress and language development. The Language Assessment Scales-Oral (LAS-O) were administered in the spring to the third graders in the program to provide a measure of both English and Spanish oral proficiency for immersion students. All fifth grade students took the CAL Oral Proficiency Exam (COPE). The Spanish Oral Proficiency Assessment (SOPA) was given to the second grade immersion students. The Student Oral Proficiency Rating (SOPR) was used by the teachers to assess Spanish speaking proficiency for kindergarten through grade five. The Boehm R Test of Basic Concepts was administered to the first graders again this year to assess the students' conceptual development in English and Spanish. Since all first graders at Key School take the BOEHM in the spring, also, these scores are available. All students in Arlington County Public Schools are required to take the Iowa Test of Basic Skills (ITBS) in fourth grade. Key School has chosen to have students in grades three through five take the English Assessment for Writing and this was expanded to include immersion students in grades one and two as well. A Spanish Assessment of Writing was taken by all immersion students, grades 1-5. Lastly, the students' mastery of content area subjects was examined from scores on end-of-unit tests and/or teacher assessment in social studies, science, and reading.

The results of these information collection efforts are described in the following sections.

III. Student Progress

Student progress was measured in English and Spanish language development, Spanish oral skills, conceptual development, writing, and academic achievement.

Kindergarten report cards indicate few differences in achievement and progress between native English and native Spanish speakers. It is important to note, however, that these kindergarten students not only attend half a day in the partial immersion program, but also attend regular kindergarten classes for the other half of the day. This should significantly impact their results, as most kindergarten students in Arlington County attend only half days.

A. English and Spanish Language Development

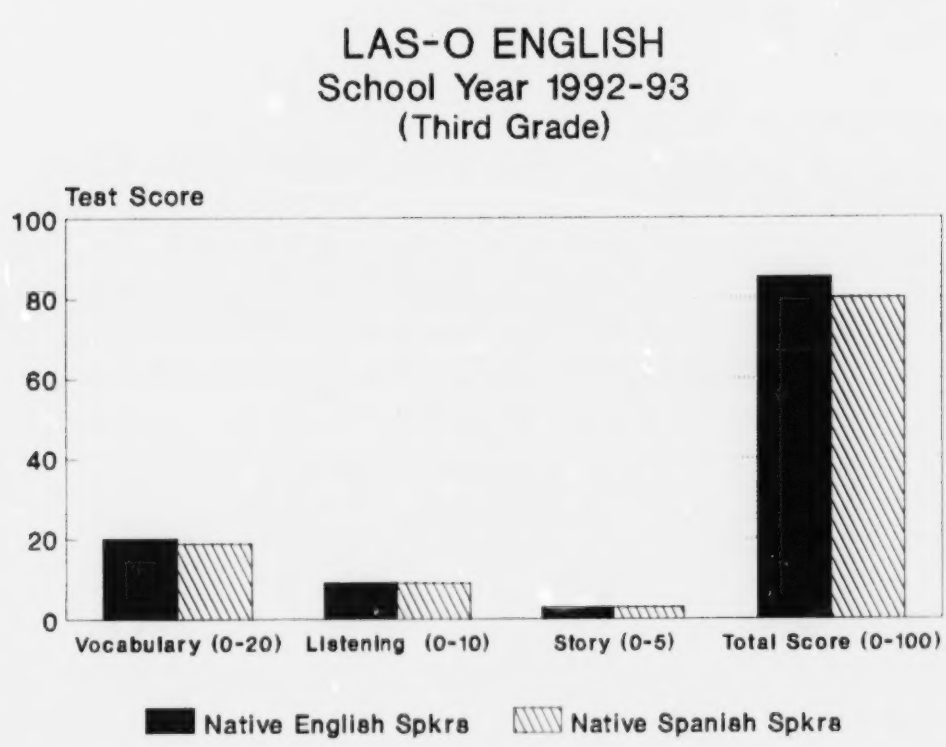
The Language Assessment Scales-Oral (LAS-O) is used to measure English and Spanish language development. The LAS was given to third graders (see Figure 5).

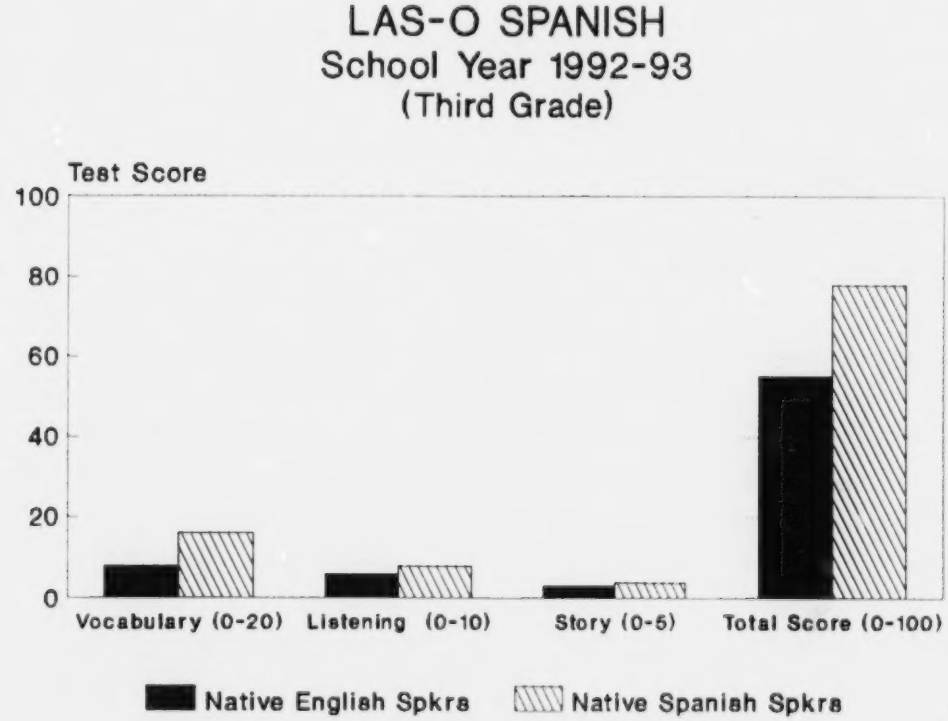
The LAS indicated both native English and native Spanish speakers scored well on the English portion, with native English speakers scoring an average of 85% and native Spanish speakers scoring an average of 81%. There was more discrimination on the Spanish LAS subtests, with native English speakers scoring an average of 55% and native Spanish speakers scoring an average of 79%. This was a significant difference ($p \leq .01$).

B. Spanish Oral Language Skills

As in the past four years, the Student Oral Proficiency Rating (SOPR) was used by the teachers to assess their students' Spanish speaking skills (see Appendix A). The SOPR provides a measure of a student's ability to understand, speak, and be understood by others in the language he or she is learning. It is focused on oral communication ability considered apart from the ability to read or write in the language. Instead of rating the students during a specific testing time, the teachers use

FIGURE 5


LAS-O ENGLISH
School Year 1992-93
(Third Grade)
Test Score
100
80
60
40
20
0
Vocabulary (0-20)
Listening (0-10)
Story (0-5)
Total Score (0-100)
Native English Spkrs
Native Spanish Spkrs


LAS-O SPANISH
School Year 1992-93
(Third Grade)
Test Score
100
80
60
40
20
0
Vocabulary (0-20)
Listening (0-10)
Story (0-5)
Total Score (0-100)
Native English Spkrs
Native Spanish Spkrs

their observations over the year as the basis for rating a student's level of ability. Each student is rated on five categories of oral language proficiency: comprehension, fluency, vocabulary, pronunciation, and grammar. For each category, the student is rated in one of five levels, ranging from 1, indicating little or no ability, to 5, indicating a level of ability equivalent to that of a native speaker of the language of the same age. (First grade SOPR results were not available.)

KINDERGARTEN English speakers. Of the twenty-seven native English speakers, four scored at level 1, twelve scored at level 2, and eleven scored at level 3.

KINDERGARTEN Spanish speakers. Of the twenty-one native Spanish speakers rated, one scored at level 1, four scored at level 2, two scored at level 3, seven scored at level 4, and seven scored at level 5.

SECOND GRADE English speakers. Of the twenty-six native English speakers and native speakers of languages other than English or Spanish, three scored at level 2, nine scored at level 3, and fourteen scored at level 4.

SECOND GRADE Spanish speakers. Of the eighteen native Spanish speakers, four scored at level 4 and fourteen scored at level 5.

THIRD GRADE English speakers. Of the eleven native English speakers and one native Arabic speaker, five scored at level 2, four scored at level 3 and three at level 4.

THIRD GRADE Spanish speakers. Of the thirteen native Spanish speakers, five scored at level 3, three at level four, and the remaining five at level 5.

FOURTH GRADE English speakers. Of the ten native English speakers, two scored at level 3, seven at level 4, and one at level 5.

FOURTH GRADE Spanish speakers. Of the twelve native Spanish speakers, four scored at level 4 and eight scored at level 5.

FIFTH GRADE English speakers. Of the four native English speakers, one scored at level 3, two scored at level 4, and one scored at level 5.

FIFTH GRADE Spanish speakers. Of the twenty-one native Spanish speakers, four scored at level 4 and seventeen scored at level 5.

These results confirm previous years' results that the teachers observed a wide range of Spanish proficiency levels at the lower grade levels and that the students improved their skill level as they continued in the program. As the students progress from first through fifth grades, there are fewer scores at the lower 1 and 2 levels and more at the higher 4 and 5 levels.

TABLE II
SOPR -SPANISH 1993

Grade	N	Mean	SD
2	43	21.349	3.841
3	25	17.960	5.586
4	20	22.250	2.693
5	22	24.182	1.868

However, comparison of mean grade level scores indicates that there was not always progression from one year to the next (see Table II). The drop in scores from second to third grade indicates one of the problems of using a teacher-rating scale to compare different classes to each other and to compare classes from year to year. Without the reliability of two or more raters, the SOPR scale becomes more subjective. Just as some teachers are more stringent in report card grades than others, this is possible as well on this scale when the teacher rates the students.

This concern can be partially remedied by having more than one rater for each student and having all raters meet together to come to a consensus regarding standards. Another possibility is to have the teachers simply rank their students in overall oral proficiency. Looking at the distribution of scores within each grade, it is also apparent that there is not enough score discrimination among students for comparison and progress.

Teacher questionnaires and interviews indicate that many teachers are not pleased with this assessment device.

Significant differences in scores ($p \leq .01$) were found when comparing native and non-native Spanish speakers on the SOPR. The native Spanish speakers performed better than the English speakers at all grade levels on this Spanish oral rating scale.

Interestingly, as last year, this year there was also a statistically significant difference when comparing boys' and girls' performance. As is often found in elementary school children's language skills, the girls outperformed the boys ($p \leq .01$) in their oral Spanish skills.

Assessment of Oral Proficiency (Grades 5) with the COPE

The CAL Oral Proficiency Exam (COPE) was administered to all fifth graders to assess oral language skills in Spanish (see Appendix B for rating scale). The COPE measures a student's ability to understand, speak, and be understood by others using an oral interview/role play situation with two students at a time. The test primarily measures cognitive-academic language skills (the ability to discuss subject matter effectively, such as social studies, geography, and science) as well as social language (the ability to discuss family, recreational activities, interests, etc.) Each student's proficiency is rated in terms of comprehension, fluency, vocabulary, and grammar using a simplified holistic scale based on the ACTFL Proficiency Guidelines. The 9 possible scores range from junior novice (low, mid, high); junior intermediate (low, mid, high); to junior advanced, junior advanced plus, and superior. The students are given a numerical rating from 1 to 9 corresponding to the appropriate level for each category. Role play/discussion topics include: greetings, program of studies, the cafeteria, timelines, using the library, fire drills, social studies trips, school buses, the movies, social life, a party, a science project, future careers, an accident, a fight, unfair rules, and science equipment.

Fifth grade native English speakers. The fifth grade native English speakers' scores ranged from 2 to 8 (Junior Novice Mid to

Junior Advanced Plus). Their average comprehension score, the highest of the four skills, was at the Junior Advanced level where they "understand academic talk and social conversation at normal speed. . ." Comprehension was also the highest level last year for English speakers. The Vocabulary mean was the lowest of the four subtests.

Due to the limited number of English students tested (three out of four) in the fifth grade this year, it is not possible to make any generalizations regarding the English speakers.

Fifth grade native Spanish speakers. Nineteen fifth grade native Spanish speakers' scores ranged from 4 to 9 (Junior Intermediate Low to Superior). Like all the other subgroups, their highest score was in comprehension, scoring at the Junior Advanced Plus level.

Several conclusions can be drawn from the COPE results. First, as did the 1991-92 students taking this exam, the fifth grade class scored higher in *comprehension* than in vocabulary and grammar. This confirms previous research done by Swain (1982) with immersion students and by Rhodes, Thompson and Snow (1989) on previous administrations of the COPE test, that shows that immersion students develop high level listening skills.

Lastly, the Spanish of the five native English speakers who took the COPE the previous year improved from grade 4 to grade 5 in comprehension, fluency, and vocabulary.

The COPE results demonstrate the high level of comprehension on the part of the students and provide a clear picture of their fluency. With the exception of a few students, the fifth graders understood everything that was said to them before, during, and after the test administration, by their testing partner and by the test administrators.

The results also support a hierarchy of language skills acquired in the immersion setting. As found with immersion students at other schools, the students are strongest in listening comprehension, followed by fluency, and vocabulary/grammar. Although it is not possible to compare Key School's results with other schools' responses on a one-to-one

basis because of differences in, for example, program design or amount of language instruction, the range of scores found in Key's program are comparable overall to those in other programs.

Assessment of Oral Proficiency (Grade 2) with the SOPA

The second grade immersion students were given the Spanish Oral Proficiency Assessment (SOPA) to measure their ability to understand and speak Spanish. The SOPA is a lower level version of the COPE. Two students are assessed at one time with two test administrators present, one to give directions to the students and serve as a back-up rater and the other to serve as the official rater. The test consists of four parts: listening comprehension, informal questions, science and language usage, and story telling. Children are rated on comprehension and fluency, using only the first six junior novice and junior intermediate levels (1-6) from the COPE scale.

Overall, the students' average comprehension score (5.31) was higher than their average fluency score (4.45). Although native Spanish speakers had nearly equal means in comprehension (5.83) and fluency (5.56), native English speakers tested higher in comprehension (4.92) than fluency (3.63). This indicates that the during the testing situation, the English speakers understood oral Spanish better than they could produce it. When comparing native English speakers with native Spanish speakers, the latter scored significantly better ($p \leq .01$) in both comprehension and fluency. There were no significant differences using socio-economic status or gender as variables.

C. Conceptual Development

The Boehm Test of Basic Concepts is designed to measure children's mastery of concepts considered necessary for achievement in the first years of school. Boehm test results may be used both to identify children with deficiencies in this area and to identify individual concepts on which the children could profit from instruction. The test consists of 50 pictorial items arranged in approximate order of increasing difficulty. The examiner reads aloud a statement describing each set of pictures

and instructs the children to mark the one that illustrates the concept being tested. The Boehm test was administered to all Arlington County first graders in the fall and the spring. (The test is not administered to other grades.) Scores reported below represent the group averages for the immersion students.

On the **English** version of the Boehm in the fall, the immersion first graders averaged 86%. In the spring, the first graders' average increased to 94% correct. Non-immersion first grade classes averaged 77% in the fall and 85% in the spring. There was a significant positive difference ($p \leq .01$) in the normal curve equivalent (NCE) scores between the fall and spring testing for immersion students.

On the **Spanish** version of the Boehm in the fall, the immersion first grade averaged 78% correct. By spring, the total correct increased to 86%. As with the English version, this was a statistically significant difference ($p \leq .01$) in NCE scores.

The Boehm scores from fall to spring illustrate the gains of all students in understanding concepts in both languages. On the English test, both the Spanish speakers and English speakers improved their scores from fall to spring. On the Spanish test, both groups improved as well. There was more room for improvement for the English speakers in Spanish than for the Spanish speakers in English, of course, because the Spanish speakers started out the year with fairly high scores in English already. As was shown with the LAS scores, the Spanish speakers performed better in English than the English speakers performed in Spanish.

As could be expected, there were significant differences ($p \leq .01$) in the NCE scores between English and Spanish speakers on the fall Spanish Boehm. However, that spring the differences narrowed.

Finally, the spring Boehm scores can be compared to the spring scores of the six previous immersion first grades. Although there were no major differences in the English scores, the Spanish fall scores jumped from 64% in fall of 1991 to 78% in the fall of 1992. This can probably be due to the expansion of

the program in the 1991-92 year to include kindergarten. Thus, unlike previous immersion first grades, most of this year's first grade had participated in Spanish immersion in kindergarten.

D. Social Studies, Science, and Mathematics

FIRST GRADE Social Studies and Science. Students in the first grade immersion classes were rated by their teachers in social studies and science/health at the end of each curriculum unit. All students made expected progress.

SECOND GRADE Social Studies and Science, and Mathematics. As with the first grade students, the second grade immersion students were rated by their teacher in social studies and science (taught in Spanish) throughout the year. All students made expected progress. Math, taught in English, had one student not progressing as expected.

THIRD GRADE Social Studies and Science, and Mathematics. The third graders were tested in social studies and science in Spanish throughout the year. All students made satisfactory progress.

FOURTH GRADE Social Studies, Science, and Mathematics. End of the chapter or unit tests as well as grades revealed students made expected progress. There was one student with an average of 62% in math, but all others were at 70% or above.

FIFTH GRADE Social Studies, Science, and Mathematics. All fifth graders made expected progress in social studies, science and mathematics as indicated on chapter tests at the end of chapters or units.

Overall, the students had comparable grades to the non-immersion classes in social studies, science, and mathematics. Strong conclusions cannot be made on the basis of grades alone, however, because comparison group scores are not available. Currently, all the students at Key do not take the same chapter tests graded on the same scale.

E. Spanish and English Reading

Spanish Reading. The immersion students' Spanish reading skills continue to be assessed by their progress in the McGraw-Hill literature-based *Hagamos Caminos* reading series as well as by the use of supplemental literature related to the curriculum using a whole language approach.

The first graders learned to read Spanish through the Language Experience approach, with the integration of what they read and write a key element to instruction. For second graders, Spanish reading ability was evaluated as part of Spanish language arts. Third, fourth, and fifth graders were given letter grades for their reading skills. Third graders averaged 89% in Spanish reading scores, fourth graders averaged a "B" for the year, and fifth graders averaged a "B" during the final grading period.

English Reading. Immersion students' English reading skills were assessed by their progress in the Silver-Burdett/Ginn "World of Reading" series. The series is literature-based and the reading selections encourage the students to read further on each topic, write about each topic, and explore ideas beyond what is on the written page. The children are constantly challenged to hypothesize what would happen next and are encouraged to give their opinions on the readings. The series is intended to be supplemented with material from the library.

The teachers provide a very positive learning atmosphere for the children and encourage them to be creative in their reading activities. In **second grade**, eleven students finished the year at the 2.1 reading level, twenty at the 2.2 level, four at the 3.1 level, and the remaining eight at level 3.2. Assigning specific reading levels is difficult because the partial immersion program at Key School uses a whole language approach to their curriculum.

However, when fourth grade immersion students were assessed in English reading comprehension on the Iowa Test of Basic Skills, the native English-speaking fourth graders ranged from the level of fourth grade (eighth month) to beginning eighth

grade. The native Spanish speaking students ranged from the level of third grade (eighth month) to sixth grade (fifth month).

F. Writing

All five grades have focused on the writing process this year, both in Spanish and in English. Spanish writing samples, graded holistically, were collected in grades one through five. The third, fourth and fifth grades participated in the county-wide "Assessment of Writing" in English along with all other third, fourth, and fifth graders in Arlington County. In addition, the immersion first and second grades submitted English writing samples.

The first and second grades of the immersion program submitted English writing samples in the spring to be scored by two raters on a 1-8 scale. The average first grade score was 2.5 and the average second grade score was 3.4. This was a statistically significant difference between the two grades' means.

Grades three, four and five participated in the county-wide "Assessment of Writing." Students wrote a paragraph writing assignment on a given topic that was scored holistically on a scale from 1 to 8 (see Appendix C for Rubric for Assessment of Writing). Two different raters rated each writing sample. This year the scoring system remained constant across all five grades. The third grade immersion class scored an average of 2.43 in the fall and 3.08 in the spring, showing a gain of .65 points. The fourth grade immersion class scored an average of 3.93 in the fall and 5.12 in the spring, showing a gain of 1.19 points. The fifth grade immersion class scored an average of 4.56 in the fall and 5.26 in the spring, showing a gain of 0.70 points (see Table III).

TABLE III
Assessment of Writing - English (1992-93)

Grade	Fall	Spring	Gain
3	2.43	3.08	.65
4	3.93	5.12	1.19
5	4.56	5.26	.70

This year the third grade immersion class, largest in number of student scores available at 23, scored third highest out of five third grade classrooms on both the fall and spring testing. As in previous years, the fourth and fifth grade immersion classes scored the highest in their grade in both fall and spring.

There were significant gains ($p \leq .01$) from 1992 to 1993 in the English Assessment of Writing when comparing all immersion classes as a whole. When reviewing adjacent grade levels of immersion students, there were statistically significant gains between grades one and two and grades three and four. There were no significant differences between males and females or English and Spanish speakers.

Keeping in mind that this writing assessment was in English, and that these students had only been receiving half of their daily instruction in English (and thus approximately half as many assignments in English as the comparison classes), it is apparent that for this sample their Spanish study has not had any negative effect on their English writing skills. In fact, it seems that their facility in a second language may have actually enhanced their English writing skills in comparison with other classes.

Students and teachers in grades 3-5 are also responsible for collecting material for each child's "Assessment Portfolio," so that "the child will perceive him/herself as a reader and a writer." Students are at liberty to place additional sample writings in their portfolio, but are required to have at least one sample from the following categories: (1) Reading response samples appropriate to grade level (book lists, response logs, book cards, book reports); (2) Writing samples appropriate to grade level (poetry, letters, research projects, journals,

essays, comparisons, descriptions, opinion papers); and (3) teacher/student observations (student/teacher conferences, self-evaluation, narratives, student and/or teacher checklists, peer assessments, other adult (tutor, parent) assessments.

Spanish Writing. Although there were no significant differences between the males and females on either the English or Spanish writing tasks, there was a statistically significant difference ($p \leq .01$) between the native English and native Spanish speakers on the Spanish Assessment of Writing. The difference is especially noticeable in the earlier grades.

The native Spanish speaker was able to provide more detail in the description, use a wider range of vocabulary, use correct grammar and verb tenses, and provide written Spanish as might be expected of a child in a Spanish-speaking country. By spring of fifth grade, however, there is less of a gap between the two groups of native speakers in their writing ability. When comparing adjacent grade levels, there were significant gains from first to second grade and third to fourth grades. There were significant gains from the 1992 to 1993 Spanish Assessment of Writing samples when looking at the immersion classes as a whole program.

G. Achievement Test Scores

All fourth graders in Arlington Public Schools were administered language arts, mathematics, science, and social studies standardized tests of the Iowa Test of Basic Skills (ITBS) in March 1993. As an immersion class they scored at the fifth or sixth grade level in all areas, and were at or above the 65th percentile in all areas when compared to a national sample. They were at the 90th percentile in mathematics (math concepts, problem solving, and computation), at the 87th percentile for work study skills (visual materials and reference materials), at the 82nd percentile in science, at the 82th percentile in social studies, at the 86th percentile for language (spelling, capitalization, punctuation, and word usage and expression), at the 80th percentile in reading comprehension, and at the 81st

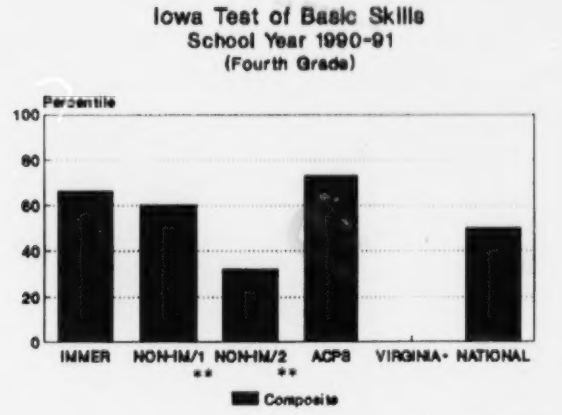
percentile in vocabulary (see Figures 6 and 7). Although all seven of these scores are higher than those of the non-immersion classes, it must be noted that four of the immersion students took the test in a "non-standardized" manner and thus their scores were not used in the computation of class averages. This impacts the overall results, inflating the percentiles.

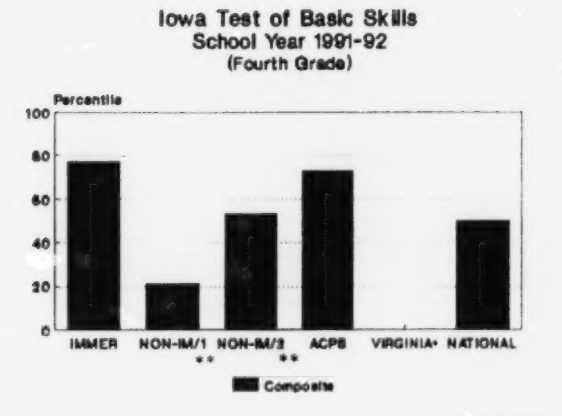
When comparing native and non-native English speakers on the ITBS, the native English speakers scored significantly higher for all seven academic areas. However, the native Spanish speakers in the immersion class scored higher in language arts and math than the Virginia state means, and no more than eight percentiles below the Arlington Public School means. In social studies and science, the immersion native Spanish speakers scored at the 52nd and 67th percentiles, respectively. The Virginia State means were 65th percentile (social studies) and 69th percentile (science). Arlington County Public Schools' means were 74th percentile in social studies and 7[illegible]th percentile in science.

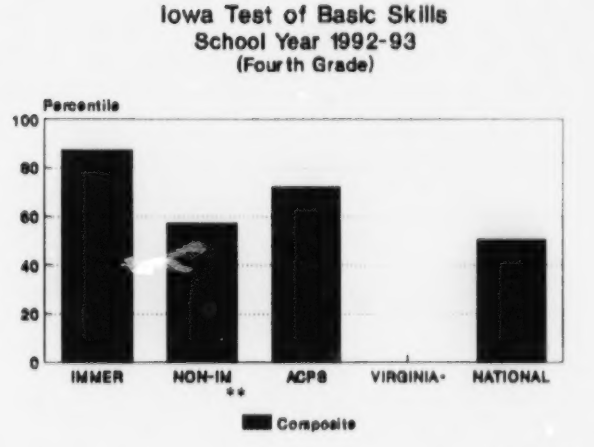
Although historically there has never been a "control" group of matched students for the immersion class because of the transient student population at Key, a guarded comparison can be made between the 16 immersion fourth grade students and their peers in the other fourth grade class. When compared to the other class with 23 students, the immersion class scored higher in all thirteen subtests, including vocabulary, reading comprehension, capitalization, spelling, punctuation, word usage and expression, work study skills (visual), reference skills, mathematical concepts, problem solving, computation, science and social studies.

These results are especially interesting in light of the fact that the immersion students have been studying science and mathematics in Spanish, while the ITBS is administered in English, and they are still scoring higher than their peers who were studying only in English.

FIGURE 6

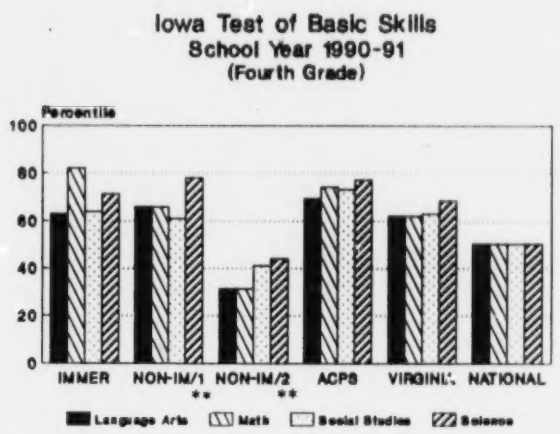


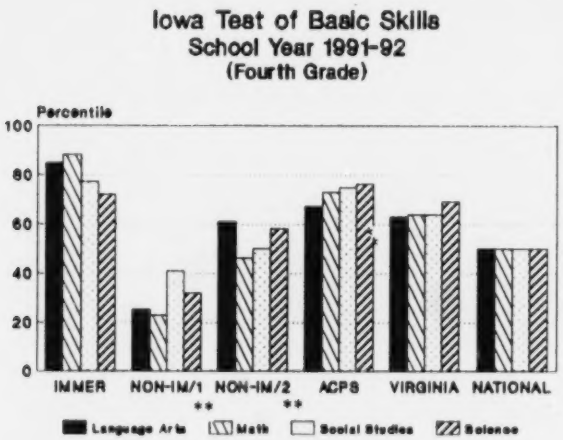


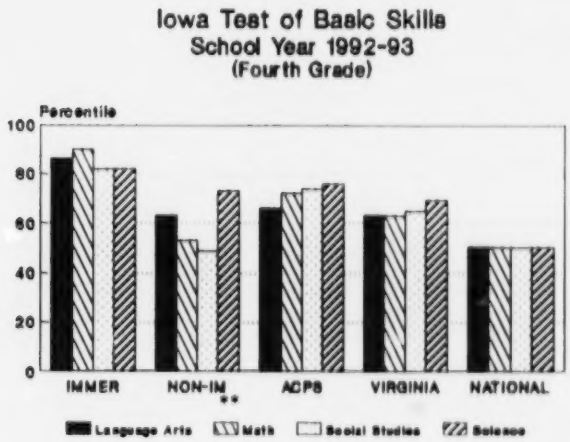


** Other fourth grade classes at Key

FIGURE 7







* Not Available

** Other fourth grade classes at Key

Confirming 1991 and 1992's fourth grade scores, ITBS results show *that students participating in the immersion program at the fourth grade level are performing academically as well or better than those students in the regular classrooms, including in subjects that are being taught in Spanish.*

H. Program Activities and Parental Involvement

All classes participated in the regular Key School activities, as well as several night performances and meetings (see appendices D and E). There was a special program on May 27, 1993, which included songs, poems, and plays in Spanish and English. The Key School partial immersion program was featured in a local newspaper, *The Journal*. Visitors from other parts of the United States (Connecticut, Texas, New Mexico, Colorado, Alaska) and foreign countries (Greenland, Sweden, Hungary, El Salvador, Ecuador, Argentina) continue to visit and observe the program. The coordinator has made the following national and local presentations:

NABE (National Association for Bilingual Education)
1992 - Albuquerque, NM
1993 - Houston, TX
ALL (Advocates for Language Learning) 1992 - Marina del Rey, CA
Center for Applied Linguistics symposium 1993 - Washington, D.C.
OBEMLA (Office of Bilingual Education and Minority Language Affairs) 1993 - Washington, D.C.
Institute of Multicultural Issues 1993 - Washington, D.C.
Abingdon School, Arlington (parent association)
Oakridge School, Arlington (parent association)
Glencarlyn School, Arlington (parent association)
Lee Way Civic Association - Arlington, VA

As part of the Title VII funds, Key School offered a summer school Spanish language program to enable the immersion students to acquire, practice, and maintain their Spanish skills. The program has been offered to students during the summers of 1992 and 1993, with two classes offered each summer, one for students in grades K - 2 and one for students in grades 3 - 4. The theme for the first year curriculum, developed by the immersion teachers, was transportation, and the second year theme was animals and their habitats.

Parents are encouraged to be involved in the design, continuation, and strengthening of the program and have participated in the parent advisory committee (in addition to PTA meetings), parent feedback nights (twice yearly to make suggestions and recommendations for the program), and special theme assemblies (Hispanic heritage celebration, Thanksgiving luncheon, winter holiday celebration, and graduation celebration). They have also enrolled in the Spanish and English classes offered at Key for both English- and Spanish-speaking parents. Spanish as a second language classes were offered to English-speaking parents (beginning level in the fall and intermediate level in the spring). The teacher of the Spanish class was the immersion resource specialist, so she had the opportunity to get to know the parents of Key students better. English as a second language classes were also offered in the fall and spring.

I. Staff Questionnaires and Interviews

A Title VII DBE Project Staff Background and Instructional Program Questionnaire was filled out by each staff member involved with the partial immersion program at Key School. In addition, the evaluator held both formal and informal interviews with different staff members, including teachers, the principal, and the Program Coordinator.

The survey and interviews yielded a variety of attitudes regarding the immersion program. Everyone believed that the administration showed strong support for the program, was knowledgeable about developmental bilingual education (DBE), and was a good resource for information about program implementation and materials. With the exception of the fifth grade, teachers felt the balance between language minority and language majority students was appropriate. According to the survey, they have enough materials and necessary instructional resources to function, but in several informal interviews, teachers wished for additional planning time. It appears that the majority of the partial immersion teachers are not sure if non-immersion teachers

in their school are well informed of the program, but do not feel the non-immersion teachers are critical of the program.

Interviews also indicated that the partial immersion staff overall is satisfied with the program, although they all put in many extra hours for preparation and teaching. Several issues emerged from the interviews than should be considered:

- Teachers would like to have more information about current partial immersion teaching trends and successful programs located in other school districts.
- Due to the uniqueness of the program, new teachers, especially those new to two-way partial immersion programs, need to have a thorough understanding of the principles and expectations of the Key School program.
- Evaluation of the Spanish part of the program should be done by someone who speaks the language fluently and who can assess the language level of the teachers, both oral and written, as well as the students.
- A written job description of the program coordinator should be considered that includes not only the Title VII project coordinator's duties but also other duties within the school.

Classroom observations indicate that the Key immersion teachers continue to expand and refine their teaching strategies and techniques. The teachers are utilizing many theme-based whole language techniques while integrating language with content instruction in their multicultural curriculum. The use of manipulatives, especially in math, greatly enhanced student understanding. Cooperative grouping which included both English and Spanish speakers within each group allowed essential student interaction and student-to-student teaching. The many child-centered multi-faceted activities combined with strong teaching skills are assets to the program.

J. Attendance

Attendance, as measured by the percent of students missing eleven or more days of school, was better in all immersion grade levels than the non-immersion. Significant differences were

found in kindergarten, third, fourth and fifth grades (See Table IV).

TABLE IV

Per Cent of Students Missing 11 or More Days (Number of Students)

GRADE	IMMERSION	NON-IMMERSION
K	21% (10)	44% (40)
1	32% (15)	34% (22)
2	23% (10)	27% (20)
3	12% (03)	29% (16)
4	5% (01)	22% (12)
5	8% (02)	19% (10)
Total	20% (41)	30% (120)

IV. Recommendations

The partial immersion program at Key School continues to be quite successful for numerous reasons: the dedication of the principal, teachers, and staff and their indepth understanding of the philosophy of the immersion program; the innovations in both the English and Spanish portions of the day, especially in the approaches to reading and writing; the active involvement of the parents; Title VII funding; and the continual support for the program from the central office.

The expansion of the elementary partial immersion program continues according to enrollment each year, adding qualified teachers as necessary. Paramount to the long-term success of Key's program is the continuation of the program in a modified form at the middle and high school levels. It is a credit to Key School, Williamsburg Middle School, and the school district's foreign language coordinator that the Key immersion students have continued a modified immersion program at the middle school since the 1991-92 school year. Twenty immersion students in the sixth grade received social studies instruction in Spanish and also took a one period Spanish language arts class every other day. Thirteen seventh graders had their science class taught in Spanish and continue with the Spanish language arts class. In eighth grade during school year 1993-94, it is planned to teach

one content class in Spanish plus a daily class in Spanish language arts. Articulation between the three schools will be an important element in the continued success of the program. Presently there is no formal evaluation of the middle school program. **We strongly recommend that a high priority be placed on the planning, implementation, and evaluation of a continued sequence at the high school level so that the partial immersion students can continue content area language instruction throughout their secondary years.**

Although already participating in the regular half-day kindergarten program, the addition of the two kindergarten immersion classes allows students to experience the program at an early age. Students experiencing difficulty or unhappiness with the program can then enter a first grade program more suited to their needs. Keeping the pupil/teacher ratio as low as possible contributes to the program's success.

Key School should continue to include more ethnically diverse students, such as African-American and Asian-American students, in the immersion program.

For next year's evaluation, several suggestions might prove helpful. All teachers should continue to keep portfolios on each student, especially because of the whole language approach that is used in the classroom. Because the SOPR rating scale compares the student only to a native speaker his/her own age, and not to specific oral skills, perhaps the SOPR should be used in conjunction with a more criterion-referenced assessment. Due to the continued high scores of the third grade on the LAS-O, limiting good score discrimination, first and second graders should be given the LAS-O and/or SOPA. All students in the fourth and fifth grades should take the COPE. Giving these tests in adjacent grades would indicate individual growth as well as overall program evaluation.

With one year remaining for the Title VII funds, consideration should be given to how the Title VII funds will be replaced. Additional funding will be necessary for the new Key

extension program. The program coordinator and kindergarten program continue to be vital elements of the program's success.

Lastly, we recommend that the immersion teachers be **offered opportunities to continue their training** by attending in-service workshops, professional classes, and conferences to gain additional knowledge on the cultural background and needs of the students, current research on immersion, and to improve instructional strategies.

V. Conclusion

With the completion of its seventh year, the Spanish/English two-way partial immersion program at Key Elementary School continues to produce students who achieve academic success in two languages.

Assessment in academic areas confirm that students in the partial immersion program continue to progress as well as or better than other students at their grade level. As in 1991-92, the 1992-93 fourth and fifth grade immersion classes scored higher than other fourth and fifth grade non-immersion classes at Key on the county-wide "Assessment of Writing." Both Spanish and English oral language skills improve yearly. The Iowa Test of Basic Skills (ITBS) indicated that for the second year fourth grade immersion students scored at the fifth or sixth grade level in all subtests including vocabulary, reading comprehension, language arts, work study, social studies, science and mathematics. The class mean averaged above the non-immersion students at Key, as well as above the state and national means.

This evaluation confirms the English/Spanish two-way partial-immersion program at Key Elementary School is an appropriate and beneficial model for educating English and Spanish speaking elementary school children.

APPENDIX

A. Student Oral Proficiency Rating
B. CAL Oral Proficiency Exam (COPE) Rating Scale
C. Rubric for Assessment of Writing (District-wide)
D. "The Journal" newspaper, 1993
E. End-of-Year Immersion Presentation

Student Oral Proficiency Rating*

Total Score_____

Student's Name _____ Grade_____ Language Observed_____

School _____ City_____ State_____

Rated by _____ Date_____

DIRECTIONS: For each of the 5 categories below at the left, mark an "X" across the box that best describes the student's abilities.

	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
A. Comprehension	Cannot understand even simple conversation.	Has great difficulty following what is said. Can comprehend only "social conversation" spoken slowly and with frequent repetitions.	Understands most of what is said at slower-than-normal speed with repetitions.	Understands nearly everything at normal speed, although occasional repetition may be necessary.	Understands everyday conversation and normal classroom discussions without difficulty.
B. Fluency	Speech is so halting and fragmentary as to make conversation virtually impossible.	Usually hesitant; often forced into silence by language limitations.	Speech in everyday communication and classroom discussion is frequently disrupted by the student's search for the correct manner of expression.	Speech in everyday communication and classroom discussion is generally fluent, with occasional lapses while the student searches for the correct manner of expression.	Speech in everyday conversation and in classroom discussions is fluent and effortless, approximating that of a native speaker.
C. Vocabulary	Vocabulary limitations are so extreme as to make conversation virtually impossible.	Misuse of words and very limited vocabulary make comprehension quite difficult.	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary.	Occasionally uses inappropriate terms or must rephrase ideas because of inadequate vocabulary.	Use of vocabulary and idioms approximates that of a native speaker.
D. Pronunciation	Pronunciation problems so severe as to make speech virtually unintelligible.	Very hard to understand because of pronunciation problems. Must frequently repeat in order to be understood.	Pronunciation problems necessitate concentration on the part of the listener and occasionally lead to misunderstanding.	Always intelligible, though one is conscious of a definite accent and occasional inappropriate intonation patterns.	Pronunciation and intonation approximate a native speaker's.
E. Grammar	Errors in grammar and word order so severe as to make speech virtually unintelligible.	Grammar and word order errors make comprehension difficult. Must often rephrase or restrict what is said to basic patterns.	Makes frequent errors of grammar and word order which occasionally obscure meaning.	Occasionally makes grammatical or word order errors which do not obscure meaning.	Grammatical usage and word order approximate a native speaker's.

APPENDIX A 28/7/87

* This form is an adaptation of the Student Oral Language Observation Matrix (SOLOM) developed by the San Jose (California) Unified School District.

Development Associates, Inc.
Arlington, Virginia

Signature of rater _____

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CAL

CAL ORAL PROFICIENCY EXAM (COPE) RATING SCALE FOR SPANISH

STUDENT'S NAME _____ GRADE ____ SCHOOL _____ CITY AND STATE _____ RATED BY _____ DATE _____

	JR. NOVICE LOW	JR. NOVICE MID	JR. NOVICE HIGH	JR. INTERMEDIATE LOW	JR. INTERMEDIATE MID	JR. INTERMEDIATE HIGH	JR. ADVANCED	JR. ADVANCED PLUS	SUPERIOR
COMPREHENSION	Recognizes a few familiar questions and commands.	Understands predictable questions and commands in specified topic areas, though at slower than normal speed.	Can sometimes understand simple questions and commands when applied in new contexts. May understand familiar language at normal speed.	Follows fairly normal conversation with frequent clarifications (non-verbal as well as verbal).	Comprehension problems seldom evident on everyday topics. Carries out commands without prompting. May show some difficulty on unfamiliar topics.	Usually understands speech at normal speed, though some slow-downs are necessary. Can request clarification verbally.	Understands academic talk and social conversation at normal speed. May have trouble with highly idiomatic speech.	Understands complex academic talk and highly idiomatic conversation, though confusion may occur in rare instances.	Has no difficulty in conversation or in academic talk.
FLUENCY	Conversations are limited to an exchange of memorized sentences or phrases.	Operates in a limited capacity within predictable topic areas. Long pauses are common. May start sentences correctly but frequently completes them with gestures or other non-verbal means.	Uses high frequency utterances with reasonable ease. There are signs of emerging originality and spontaneity. Able to complete most sentences verbally.	Satisfies everyday social and academic needs adequately but not fully. Maintains simple conversation by answering questions.	Shows evidence of spontaneity in conversation. Maintains simple narratives. Sometimes initiates talk without relying on questions or prompts.	Maintains conversation with remarkable fluency but performance may be uneven. Uses language creatively to initiate and sustain talk.	Shows high degree of ease of speech. Reports facts easily. Explains points of view and abstract concepts in an uncomplicated fashion.	Handles most academic and social requirements with confidence.	Able to participate fully in social and academic talk. Responds with ease to highly idiomatic conversation, hypothetical situations, and discussions of abstract concepts.
VOCABULARY	Uses memorized utterances and words belonging to learned categories. Does not recognize words or phrases outside the context in which they have been learned.	Has vocabulary for common activities and objects but frequently searches for words. Recognizes known forms outside of learned contexts.	Basic formulae and words for regular activities come readily. Vocabulary adequate to minimally elaborate utterances.	Makes statements and asks questions adequately to satisfy basic social and academic needs but has difficulty explaining or elaborating them.	Permits limited discussion of topics beyond everyday social and academic needs. Attempted circumlocutions may be ineffective.	Broad enough for relatively complete discussion of familiar social and simple academic topics. Sometimes achieves successful circumlocutions.	Uses a variety of idiomatic expressions. Uses circumlocutions effectively.	Complete enough to fully discuss most academic and social topics. Flow of talk is rarely interrupted by inadequate vocabulary.	Vocabulary is extensive and groping for words is rare. Shows familiarity with idiomatic expressions and facility with less common vocabulary which permit discussion of topics in unfamiliar situations.
GRAMMAR	Utterances are usually memorized forms.	Usually achieves correct grammar in familiar patterns but accuracy is easily upset. May have a high rate of self-corrections. Reliance on patterns is greater than reliance on memorized utterances.	Grammar is largely correct for simple familiar language. Isolated forms such as past tense, but and simple connectors, and direct and indirect object pronouns may be used but cannot be generalized across grammatical structures.	Talk consists primarily of uncomplicated original sentences with correct word order. Makes little use of modifiers. Can use basic connectors such as but and because accurately. Attempts to use more complex forms are often incorrect.	Sentences show some complexity but may be inaccurate. Uses a variety of verb tenses in specific forms but does not employ the full range of possible conjugations. Pronouns still show evident inaccuracies.	Able to use the complete range of conjugations across tenses for regular verbs but does not have full control of irregular forms. Use of complex connectors, direct and indirect object pronouns usually correct.	Most forms largely but not consistently correct. Has good control of pronouns and sequencing devices— the first, but, then, etc. Shows expanded use of adjectives and adverbs.	Uses all tenses comfortably with a high degree of accuracy, though occasional errors are evident.	Control of grammar and syntax is strong enough that no major patterns of error are revealed.

In "An Oral Assessment Instrument for Immersion Students: COPE," Rhodes, N., Thompson, L. 1990. In Foreign Language Education: Issues and Strategies. (Ed. Padilla, Fairchild, Valadez) Sage.

APPENDIX B

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APPENDIX C

RUBRIC FOR ASSESSMENT OF WRITING ELEMENTARY SCHOOLS

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8 - 7

The writing demonstrates careful attention to the total effect of the piece. The thesis clearly gives the topic and the writer's point of view. The writer develops the topic by choosing related supporting details, arranging the details in the most appropriate organization, using a variety of sentence patterns, and choosing vocabulary thoughtfully. The mechanics of the piece contribute to the whole of the work. The writer demonstrates that audience understanding and interest are essential goals in writing. Relationships are clearly stated to ensure understanding. The writer strives for an original, creative, and honest approach. Language is used well with attention to flow, rhythm, and emphasis. The writing has clarity and style and is enjoyable to read.

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6 - 5

Papers in this category show thought about the subject. The topic is clearly stated in a thesis, and the topic is supported with well-chosen evidence. The piece has no flaw glaring enough to detract from the sense of the writing. The writer uses mechanics competently. However, the writer takes no risks and primarily uses a formula for organization. In some cases, the choice of subject is unimaginative, lending itself to only the most general written discussion. There is little or no attention to the power of language, and the writer relies on simple relationships and explanations to develop the topic. The writer does not demonstrate an understanding of the total effect of a piece of writing. The writing has clarity and communicates to a reader.

---

4 - 3

The writing shows an honest attempt to address a topic. However, the writer does not actually develop the topic. Supporting details are chosen randomly with some being irrelevant. The writer has a minimum of organization and often neglects to include either a thesis or conclusion. The thinking exhibited in the piece of writing is superficial so that full explanation of the topic does not occur. The writing is often stream of consciousness and egocentric with no awareness of audience. The mechanics detract from the total effectiveness and serve to cloud meaning. Occasionally, the writing may be fairly articulate, but a major flaw in thinking or usage prevents the piece from being successful. The writing has minimal clarity and presents difficulty to a reader.

---

2 - 1

The writer does not narrow the topic or does not seem to understand the topic. The piece may be underdeveloped or undeveloped, but in either case, the writing is totally lacking in clarity. The piece does not include specific details that would make the writer understood, and the writer does not demonstrate organizational ability. Awareness of audience is not evident so that communication is the reader's responsibility. Inhibiting communication further is the writer's inability to use mechanics correctly. Some papers demonstrate that the writer has thought about the topic but does not have the facility with language to communicate that thinking. The writing is incoherent due to major difficulties with written expression.

APPENDIX D

Bilingual classes on rise

By WHITNEY WYCKOFF
Journal staff writer

A proposal to allow more Arlington County public school pupils to receive half their daily instruction in Spanish could help them compete in the business world after graduation, supporters of the idea say.

The citizen advisory committee on foreign language has forwarded its proposal to the county School Board for consideration.

The 17-member parent committee wants school officials to develop and implement a partial immersion curriculum for all grade levels that would be similar to existing partial immersion programs at Abingdon, Key and Oakridge elementary schools.

In those programs, pupils learn in English during half the school day and in Spanish for the other half. Some pupils are native Spanish speakers, but the goal is for all pupils to become fluent in both English and Spanish.

Learning a second language is a vital part of any child's education today, said School Board member Charles Cervantes.

"To make the United States a competitive place, we need to teach all of our students to be proficient in more than one language," he said.

Cervantes said Arlington youngsters who learn Spanish can use it both locally and globally. As of November 1992, the latest date for which figures are available, 27.1 percent of the school system's students were Hispanic. And worldwide, more than 350 million people

Please see SPANISH, A8

Schools urged to give Spanish half a chance

SPANISH from A1

speak Spanish.

The demand for existing partial immersion programs is high, said committee chairwoman Joanne McKey, and "We expect to see a bolt in the number of students in the next three years."

At Key Elementary School, where a partial immersion program for pupils in kindergarten through fifth grade was begun in 1985, 211 pupils are now enrolled. Next year, about 220 children will attend partial immersion classes at Key, and 78 more Key pupils will attend in space made available at the school system's Reed building to handle increased demand.

Partial immersion programs for first-graders began this year at Abingdon and Oakridge and will be expanded next year to include both first and second grades. At Abingdon, 40 children are enrolled. Next year, there will be 85. At Oakridge, 46 pupils are enrolled this year and 88 will be next year.

At Williamsburg Middle School, sixth-graders can choose to take their social studies class in Spanish and seventh-graders can take their science class in Spanish. This year, 20 sixth-graders and 13 seventh-graders are enrolled; next year, the school expects to have about 53 students in the program.

The existing programs are a good start, some parents say, but add that these should be expanded to every school at every grade level.

"We need to see a continuation to really solidify the [language] proficiency," said Kenneth Kukovich, whose 4-year-old daughter Tess will be enrolled in Key's partial immersion program in kindergarten next year.

The committee recommended expanding the program because "foreign language is a use-it-or-lose-it proposition," McKey said.

The School Board is scheduled to act on the committee's recommendation at its June 24 meeting.

"It's an interesting idea that certainly merits consideration," said School Board member Conchita Mitchell.

Arlington Journal, June 1993

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APPENDIX E

F.S. KEY IMMERSION PROGRAM

THURSDAY, MAY 27, 1993

HONORING THE 5th
GRADE CLASS

"The Little Flower Seed in the Ground"
Kindergarten
Mrs.Mole & Mrs. Heidig

"Los Animales de la Sabana de Africa"
Song
1st Grade Miss Baker

"All I Really Need" Song
1st Grade Miss Haines

Poems 3rd Grade
Mrs. Grimsley

"El Viaje de Juan" Play
Poems 4th Grade
Mrs. Fernandez

"Adventures Through History" Play
5th Grade Mrs. Pawling

"So Long, Farewell" Adapted to
multilingual song.
2nd Grade
Mrs. Bretz & Mrs. Kirsch

Addendum Evaluation Report
to *Review of the Seventh Year of the Partial Immersion Program at Key Elementary School, Arlington, Virginia (1992-93)*

Developmental Bilingual Education Grant (#T003C10001)
October 1993

The *Review of the Seventh Year of the Partial Immersion Program at Key Elementary School* described the program design, school personnel, class composition, evaluation procedures, student progress (English and Spanish language development, Spanish oral language skills, conceptual development, cognitive abilities, social studies, science, and reading achievement, writing, achievement test scores, attendance), parental involvement and recommendations for the future. This addendum evaluation report will address the objectives of the developmental bilingual education grant as outlined in the original proposal (April 1991).

In order to achieve the goals of Key School's developmental bilingual education program, integrated objectives were outlined for program, student, parent, staff, and evaluation. These objectives are listed below, followed by a summary of the progress toward achieving each objective.

Program objectives

The Developmental Bilingual Education Program at Key School will:

(1) Establish a full-day DBE kindergarten by building a pilot Spanish immersion kindergarten program to supplement existing half-day English-only kindergarten programs and provide an opportunity for young children to benefit from the bilingual enrichment experience.

This objective was achieved by the end of Year 1. A bilingual program teacher and a bilingual aide were hired, the DBE kindergarten curriculum was written, materials were identified and ordered, and the program was implemented. The program and curriculum were revised in Year 2, and will continue to be revised in Year 3.

(2) Strengthen and build upon the established success of the current developmental bilingual program by securing new materials, developing curricula, recruiting students, providing staff training, and increasing parent involvement.

immersion students, as measured by the Cognitive Abilities Test (CogAT), were significantly higher than the non-immersion students. Self esteem of the fourth grade students was assessed by the Perceived Competence Rating Form that both the teacher and the students completed. Results indicated that the immersion students in general possessed positive self concepts. Results of parent questionnaires and informal student interviews indicate the students are developing an understanding and appreciation of other cultures and languages.

Parent objectives

Parents whose children are enrolled in the Key School program will:

(1) Actively participate in the education of their children inside and outside the classroom and become involved in an ongoing school- and parent-based network of support.

(2) Attend monthly Advisory Committee meetings and participate in workshops in addition to PTA meetings.

(3) Attend Parent Feedback nights twice yearly to comment, make suggestions, and recommend improvements for the DBE program.

(4) Be offered opportunities to develop English and Spanish literacy skills and learn Spanish as a second language.

Objectives # 1 - 3 were met through: close home-school communication, participation in field trips and other classroom excursions, attendance at PTA meetings, monthly Advisory Committee meetings, parent feedback nights, and special theme assemblies (Hispanic heritage celebration, Thanksgiving luncheon, winter holiday celebration, graduation celebration).

Objective # 4 was met through language classes that were offered to all parents. Spanish as a second language classes were offered to English-speaking parents (beginning level in the fall and intermediate level in the spring). Approximately 35 parents attended the classes. There was more interest among the Spanish-speaking parents for the English as a second language classes than for the Spanish literacy classes. Eighteen parents attended the English classes in the fall and spring. A Spanish literacy class was offered to the Spanish-speaking parents in the fall but there was limited interest -- the parents were more interested in English literacy and preferred to attend the English classes.

This objective was achieved: integrated units were begun in Year 1 and completed in Year 2; materials were identified and ordered in Years 1 and 2, the integrated units were piloted in Years 1 and 2, the staff training is ongoing, and the program and integrated units are being revised on an annual basis.

(3) Plan and institute a summer school Spanish language program to enable DBE students to acquire, practice, and maintain their Spanish skills.

The summer school program was planned, the curriculum developed, and materials purchased during Year 1, and the program was offered to students during the summers of 1992 and 1993. There were two classes offered both summers, one for students in grades K - 2 and one for students in grades 3 - 4. Immersion teachers developed the curriculum for the first year theme, transportation, as well as for the second year theme, animals and their habitats.

(4) Enhance training and collaboration with Alexandria Public Schools and the St. Thomas More Parochial School by providing staff training opportunities and by sharing curriculum units for kindergarten in order to help them develop DBE kindergarten programs.

Teachers from both Alexandria Public Schools and the St. Thomas More Parochial School participated in the immersion staff training offered by Key School in the summer of 1992. In addition, the immersion program coordinator has shared K - 5 curriculum guides and program guidelines with the Alexandria program. Also, she has been asked by Alexandria Public Schools to serve as an unofficial advisor/screener for the hiring of new teachers for their immersion program. The Alexandria program now offers three classes of immersion, grades 1 - 3, but has not yet implemented a kindergarten program. The St. Thomas More School is still in the planning stages of their program and have not yet decided on how to proceed. They did benefit greatly, however, from a visit and consultation from the Key School immersion coordinator.

(5) Involve parents in the design, continuation, and strengthening of the program by providing them a forum to recommend improvements and by offering them language classes.

The following has been achieved toward this objective: formation of parent advisory committee, parent advisory committee meetings five times a year, parent feedback night, and parent Spanish and English classes for both English- and Spanish-speaking parents.

Student objectives

Students enrolled in Key's developmental bilingual program will:

(1) Develop a high level of proficiency in understanding, speaking, reading, and writing English and Spanish.

a. Kindergarten students will participate in experiences necessary for first and second language development. These include listening comprehension skills, motor skills, and oral and written skills appropriate for their stage of development.

b. Students in grades 1-5 will meet county grade level objectives for content areas and first and second language development.

This objective was accomplished: the kindergarten curriculum was implemented, the integrated units of study (grades 1 - 5) were implemented, and new instructional approaches were incorporated. Students are continuing to improve their Spanish and English skills, as measured by the Language Assessment Scales (LAS) test, and students' oral skills in Spanish continue to improve year by year, as measured by the Student Oral Proficiency Rating (SOPR) scale. Results of the CAL Oral Proficiency Exam (COPE) demonstrate the high levels of proficiency that students have attained in understanding and speaking. With regard to written skills, third, fourth, and fifth grade immersion classes scored higher that the other third, fourth, and fifth grade classes on the county-wide "Assessment of Writing." Lastly, students in grades 1-5 met county grade level objectives for content area objectives and language development (see evaluation for details).

(2) Develop high level cognitive skills and demonstrate academic achievement at or above grade level norms.

(3) Master all academic content and subject areas as specified by the Arlington County curriculum guidelines and objectives.

(4) Strengthen positive attitudes about themselves, their families, and their communities, and thereby increase their self-esteem.

(5) Acquire an understanding and appreciation of cultures and languages other than their own.

These objectives were achieved throught the implementation of the DBE model, the use of the dual language approach to instruction, the implementation of integrated units of study, the implementation of a multicultural curriculum, and the use of cooperative learning/heterogeneous groupings. As outlined in the evaluation, test results show that students in the partial immersion program have progressed in academic areas as well as or better than other students at their grade level. Cognitive abilities of first grade

Staff objectives

(1) Staff training will incorporate updated instructional strategies and current research data. Developmental bilingual education teachers will develop a thorough knowledge of bilingual education research and practical innovations for educating LEP students.

(2) The developmental bilingual kindergarten teacher will acquire instructional techniques, implement strategies, and collaborate with other kindergarten teachers to provide a quality program for LEP and fluent English-speaking students.

(3) Teachers at grade levels 1-5 will enhance their ability to teach English and Spanish to LEP and fluent English-speaking students; improve the dual-language approach using integrated units of study; and will work to ensure that the classroom environment is positive, stimulating, and challenging.

(4) Project staff will identify and purchase appropriate instructional materials for the classrooms and the library.

These objectives were met through: monthly afterschool training workshops, follow-up activities to ensure appropriate application of teaching strategies, participation of DBE kindergarten teacher in three initial workshops, and participation of teachers in monthly afterschool workshops and curriculum development. In addition, DBE teachers are using the dual-langage and whole language approach to teach the integrated units of study and teachers have been selecting materials for classroom and library use.

With regard to staff development, five immersion teachers and the immersion coordinator have taken advantage of the opportunity for additional coursework. Three teachers participated in the graduate methods course on immersion instruction at George Mason University in 1992. A first grade immersion teacher attended a 4-H course on how to teach children about plant growth and how to plant a class garden. A kindergarten teacher was able to take a Spanish class at the USDA graduate school to improve her communicative skills. And finally, the immersion program coordinator improved her computer literacy skills by attending a graduate course at George Mason University on technology and tools in education.

Evaluation objectives

(1) Assess the benefits of the kindergarten DBE program.

(2) Evaluate the listening and speaking proficiency of all DBE students (K-5) in both Spanish and English.

(3) Assess the academic achievement of DBE students in content area subjects and compare with data from other students at the school.

(4) Examine the attitudes of staff, parents, and students towards the DBE program.

Objectives #2 - 4 were achieved through classroom observations and interviews; student, parent, and staff interviews; parent feedback night; LAS testing; SOPR testing; portfolio assessment; Boehm testing; and assessment measures of academic subject areas. Objective #1, assessing the benefits of the kindergarten program, has turned out to be a challenge. Like other immersion teachers, the kindergarten teacher has begun using portfolio assessment and checklists for specific activities to monitor the students' progress. However, teachers and program evaluators have found that other assessment techniques and strategies typically used with immersion students in grades 1 - 5 are not developmentally appropriate for kindergarten students. During the next school year the immersion program coordinator will be working with the kindergarten teacher and program evaluators to decide on and implement other kinds of assessment that would be appropriate for assessing language and academic skills of kindergarten students.